

A COMPARATIVE STUDY OF PERSONALITY OF SCIENCE AND NON-SCIENCE MALE STUDENTS OF CONVENT SCHOOLS OF HIGHER SECONDARY STAGE

Dr. Neetu Singh*

ABSTRACT

The Present Study examined the personality traits of male science and non-science students of convent schools of higher secondary standard. The sample for the present study comprised 500 male students of convent schools of Higher Secondary standard of Agra district. Purposive sampling technique was used to draw out the sample. Cattell's 16 PF questionnaire (Hindi version by S.D. Kapoor) was used for data collection. The mean, S.D. t test and other suitable statistical methods were used for successful analysis and interpretation of the data. The result revealed that male science students are found better in the personality factors B, I, N, and O. Male non-science students are found better in the personality factors E, G, L, M, Q1, and Q4. Male science and non-science students are found almost equal in the personality factors A, C, F, H, Q2 and Q3.

INTRODUCTION

Human being is a developing individual from infancy to adulthood. During his development he comes in contact with his environment. Education constitutes the development of his physical, mental and emotional capacities.

The Education commission report (1964-66) begins with the following words :

“The destiny of India is now being shaped in her class rooms. This, we believe, is no more rhetoric. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people”

Education is one of the important factors which formulate the persona of a person. Good, education not only influences our mind but also develops our personality. The word personality is most abstract word. It cannot be taken as on outward appearance and behavior only. Personality is the totality of everything about a person, his emotional, mental, social and spiritual make up. It is now generally meant that it is the organization and integration of a large number of human traits. Personality differs in kinds of qualities, degrees of qualities.

Mathematically

$$P = B \times E$$

Where B denotes behavior and E denotes environment and P denotes personality.

Personality = Behavior X Environment

OBJECTIVES

1. To study the personality factors (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, and Q4) of male science students.
2. To study the personality Factors (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, and Q4) of male non-science students.

HYPOTHESES

1. There is no significant difference in the personality factors of male Science students.
2. There is no significant difference in the personality factors of male Non-Science students.

SAMPLE

In the present study a sample of 500 male science and non-science students of convent schools of higher secondary standard was selected through purposive sampling technique of sample selection.

TOOLS

cattell's 16 PF questionnaire (Hindi version by S.D. Kapoor) was used.

STATISTICAL TECHNIQUES USED

The mean, S.D. t-test and other suitable

*ACME Institute of Management and Technology, Sikandara, Agra (Uttar Pradesh)

statistical methods were used for successful analysis and interpretation of the data.

RESULT AND DISCUSSION

To study the personality factors of male science and non-science students of convent schools of higher secondary standard first of all mean, SD and CR values of both the groups were calculated to find out the significant difference between both the groups which are shown in table 2 and 3.

TABLE-2

Mean, SD and CR Values of personality factors A, B, C, E, F, G, H and I of Male Science and non-Science Students

Groups Science/ Non-Science	Factors	N		M		SD		CR	Level of Significance
		Sc	No - Sci	Sci	Nor-Sci	Sci	Nor-Sci		
	A	250	250	4.65	4.43	1.41	1.29	1.82	Significance at .05 Level
	B	250	250	2.63	1.39	1.42	0.79	12.46	at .01 Level
	C	250	250	2.24	2.37	1.05	1.15	1.33	at .05 Level
	E	250	250	4.08	3.65	1.77	1.78	2.74	at .01 Level
	F	250	250	2.59	2.56	1.49	1.05	0.23	at .05 Level
	G	250	250	3.78	3.38	1.54	1.45	3.14	at .01 Level
	H	250	250	4.05	4.13	1.08	1.29	0.69	at .01 Level
	I	250	250		4.00	4.26	1.34	1.48	at .05 Level

TABLE-3

Mean, SD and CR Values of personality factors L, M, N, O, Q1, Q2, Q3 and Q4 of Male Science and non-Science Students

Groups Science/ Non-Science	Factors	N		M		SD		CR	Level of Significance
		Sci	No - Sci	Sci	Nor-Sci	Sci	Nor-Sci		
	L	250	250	4.62	4.31	1.54	1.90	2.05	Significance at .05 Level
	M	250	250	3.49	2.58	1.73	1.38	6.49	at .01 Level
	N	250	250	6.25	5.79	1.99	1.85	2.73	at .01 Level
	O	250	250	3.30	3.89	1.57	1.57	4.23	at .01 Level
	Q1	250	250	4.58	4.25	1.25	1.40	2.80	at .01 Level
	Q2	250	250	4.77	4.58	1.74	1.83	1.23	at .05 Level
	Q3	250	250	3.92	4.12	1.51	1.69	1.43	at .05 Level
	Q4	250	250	5.21	4.94	1.41	1.62	1.99	at .05 Level

It is clear from table 2-3 that.

1. Male science students are found better in the personality traits intelligent (B), tough minded (I), shrewd (N), and placid (O) in comparison to their counterpart group.

2. Male non-science students are found better in the personality factors humble (E), Expedient (G), trusting (L), practical (M), conservative (Q1), and relaxed (Q4), in comparison to the science stream male students.

3. Male science and non-science groups of the students are found almost equal in the personality traits A (Reserved & outgoing), (Affected by feelings & emotional stable), F (sober & happy-go-lucky),H(shy & venture-some), Q2 (group dependent & self sufficient), Q3 (indisciplined & controlled)

CONCLUSIONS

On the basic of the above result it can be said that.

1. Science stream develops in its readers the habit of systematic logical and critical thinking, objective reasoning and independent attitude.
2. So it can be concluded that stream has a positively correlation with personality development.
3. The Students of humanities by learning their subjects they develop humbleness, mildness, compromising attitude, and abilities of social attitude.
4. In this way it can be inferred that the branch of study influences personality pattern of the child.
5. Not only the streams but also school atmosphere, socio-economic status and adolescents age affect the personality development of a child to a great extent.

REFERENCES

Agarwal, R. (1996, July) Authorit Yarianism and stress-some findings on Indian adolescents. Psychological Studies, 31 (2), 161-164

Agarwal R.N. (1964) Educational and Psychological Measurement Vinod Pustak Mandir, Agra. India

Allport, G.W. (1959) and Allport, F.H. (1939), The A.S. Reaction Study, Houghton – Mifflin Co., New York, 1939 (Revised Edition)

Buch, M.B. (1992-97); Fifth Survey of Research in Education Volume II, NCERT, New Delhi.

Best, John W; Research in Education, Prentice Hall, New Delhi.

Bhatnagar Suresh; Advanced Educational Psychology R. Lall Book Depot, Meerut.

Chandra, Soti Shivendra Sharma, Rajendra K. Research in Education Atlantic Publication, New Delhi.

Chauhan, S.S. Advanced Educational Psychology Vikas Publication House.